Area 3: Goal A – Evaluating Teacher Effectiveness

The state should require instructional effectiveness to be the *preponderant* criterion of any teacher evaluation.

GOAL COMPONENTS

- Evaluation instruments should be structured so as to make it impossible for a teacher to receive a satisfactory rating if found ineffective in the classroom. States that choose not to require a common evaluation instrument should still formally endorse the important principle that student learning should be the preponderant consideration in local evaluation processes.
- Evaluation instruments should include classroom observations that focus on and document effectiveness of instruction.
- Apart from observations, teacher evaluations should consider objective evidence of student learning, including the value a teacher adds not only as measured by standardized test scores, but also by other classroom-based artifacts, such as tests, quizzes, and student work.

RATIONALE

- See appendix for detailed rationale.
- Teachers should be judged primarily by their impact on students.

SUPPORTING RESEARCH

 Research citations to support this goal are available at www.nctq.org/stpy/citations.

Figure 27 Evaluating Teacher Effectiveness How States are Faring



Best Practice
1
Florida



State Meets Goal

3
South Carolina, Tennessee, Texas



State Nearly Meets Goal



State Partly Meets Goal 12

Alabama, Connecticut, Delaware, Georgia, Iowa, Mississippi, Missouri, New Jersey, New Mexico, New York, North Carolina, Oklahoma



State Meets a Small Part of Goal 20

Alaska, Arizona, California, Colorado, Hawaii, Illinois, Kansas, Kentucky, Louisiana, Maryland, Michigan, Minnesota, Nebraska, Ohio, Penusylvania, Utah, Virginia, Washington, West Virginia, Wisconsin



State Does Not Meet Goal 15

Arkansas, District of Columbia, IDAHO. Indiana, Maine, Massachusetts, Montana, Nevada, New Hampshire, North Dakota, Oregon, Rhode Island, South Dakota, Vermont, Wyoming

Area 3: Goal A – Idaho Analysis

State Does Not Meet Goal

ANALYSIS

Idaho policy requires that its school districts develop and inform the state about their teacher evaluation instruments. The districts are required to include the following components: purpose, evaluation criteria, evaluator, sources of data, procedure, communication of results, personnel actions, appeal, remediation, and monitoring and evaluation.

This list of requirements only establishes the broad components that a district must include in its teacher evaluation system. The state does not provide guidance to districts regarding the need to base teacher evaluations on evidence of classroom effectiveness as evidenced by objective and subjective measures of student learning.

SUPPORTING RESEARCH

Idaho Statutes 33-514

RECOMMENDATION

Idaho does not meet this goal. The state should consider adopting a policy that requires districts to use evidence of student learning garnered both through subjective and objective measures, such as standardized test results, as the preponderant criterion of a teacher evaluation.

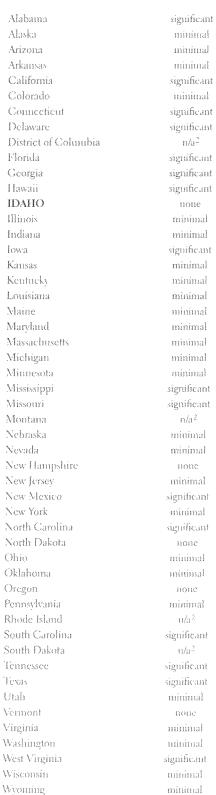
IDAHO RESPONSE

Idaho had no comment on this goal.



Figure 28 Evaluating Teacher Effectiveness The Proper Role of States in Teacher Evaluation

Extent of state guidance on teacher evaluation1





BEST PRACTICE

Florida is the only state that explicitly requires teacher evaluations to be based primarily on evidence of student learning. The state requires evaluations to rely on class-room observations as well as objective measures of student achievement, including state assessment data. Moreover, Florida specifically states that evaluations should be based on a preponderance of evidence of student learning. South Carolina, Tennessee and Texas also structure their formal evaluations so that teachers cannot get an overall satisfactory rating unless they also get a satisfactory rating on each of the evaluation domains, including those directly related to classroom effectiveness.

Two national programs, **Teach For America** and the **Teacher Advancement Program** are also worth noting for the high expectations they set for participating teachers.

Teach For America, which places teachers in some of the hardest-to-serve classrooms in the nation, sets high expectations for its teachers:

- One-and-a-half years' growth in math and reading in one school year (this generally only applies to elementary) or two years' growth in either math or reading in one school year (elementary or secondary); and/or
- 80-percent mastery of state student learning standards as measured by teacher-chosen diagnostics (elementary or secondary).

These benchmarks (while not related to teachers' employment status) send an important signal to teachers about what the organization values most.

The Teacher Advancement Program has a rigorous performance model for teachers based on:

- Multiple teacher evaluations by multiple evaluators that address instruction, designing and planning instruction, environment, and responsibilities; and
- Value-added student achievement gains (both schoolwide and at the classroom level).

Footnotes for Figure 28

I Significant guidance notate the state requires districts to use a statewide comprehensive evaluation system (or to develop local evaluations that have all the components of the state system) and need state approval OR the state provides significant regulatory guidance to districts about the content and process for teacher evaluations. Minimal guidance means the state provides only general instruction about teacher evaluations.

² N/A states (lo not require teacher evaluation

BEST PRACTICE CITATION

Teach For America: http://www.teachforamerica.org/ Teacher Advancement Program: http://www.talentedteachers.org/

Food for Thought

Identifying good ways to assess teacher effectiveness.

▶ See appendix for entire food for thought.

Figure 29 Evaluating Teacher Effectiveness State Efforts to Consider Classroom Effectiveness

State Litoris to	CONSIDER CIC		
	State requires evaluation to include	State requires evaluation to include objective	State requires evidence of student learning to be the prepon-
	classroom observation	measures of student	derant criterion for teacher
Alabama		learning	evaluation
Alaska			
Arizona			
Arkansas		<u> </u>	
California			
Colorado			
Connecticut			land Land
Delaware			
District of Columb			
Florida		San many	
Georgia			
Hawaii			
IDAHO			
Illinois	to cond		
Indiana			
lowa			
Kansas		Ō	
Kentucky			
Louisiana			
Maine			
Maryland			
Massachusetts			
Michigan			
Minnesota			
Mississippi			님
Missouri			
Montana			
Nebraska			
Nevada			
New Hampshire			L_J
New Jersey			
New Mexico			m
New York			
North Carolina			
North Dakota			
Ohio			
Oklahoma		Account.	
Oregon			honer.
Pennsylvania	(man)		
Rhode Island			
South Carolina			
South Dakota			
l'ennessee			
Fexas			
Jtah			
Jan Vermont			
√irginia			
vugnua Vashington		1	turi grap
Vest Virginia			The state of
Visconsin			
Vyoming			LJ M
v y (/111111)	L/	لاسما	11

29

16

Footnotes for Figure 29

1 Louisiana has an optional teacher evaluation system that does make explicit the need to melude objective measures of student learning as part of the teacher evaluation

2 Although Minnesota does not have policies regarding teacher evaluations, the state has implemented an optional teacher evaluation system based on evidence of student learning as measured by observations and objective measures, such as student achievement data.

5 For teachers participating in Utah's career-ladder program, in which teachers earn incentives for taking on additional responsibilities, teacher evaluations must include evidence of student achievement gains.

Area 3: Goal B – Using Value-Added

The state should install strong value-added instruments to add to schools' knowledge of teacher effectiveness.

GOAL COMPONENTS

The state should be the leading innovator in the development of value-added methodology.

Provided there are multiple years of data available, there are a number of meaningful purposes for which a state can help its schools to use this new methodology to obtain data about individual teachers:

- Identifying professional development needs;
- Evaluating teachers, provided other criteria are considered as well;
- Awarding individual bonuses, provided other criteria are considered as well; and
- Providing the objective data needed for dismissal of an ineffective teacher.

Value-added analysis is also useful at the school level before multiple years of data are available:

- Analyzing the overall effectiveness of a team of teachers or the entire school staff;
- Designing school-improvement plans;
- Awarding schoolwide bonuses.

Value-added systems can also be used to hold teacher preparation programs accountable. By linking individual teacher performance back to teacher preparation programs and aggregating the data for all program graduates, the state can learn which programs are producing the most effective teachers.

- To lay the necessary groundwork for value-added analysis, the state needs to establish a student- and teacher-level longitudinal data system with, at the very least, three key components:
 - A unique statewide student identifier number that connects student data across key databases across years;
 - A unique teacher identifier system that can match individual teacher records with individual student records;
 - An assessment system with the ability to match individual student test records from year to year to measure academic growth.

Figure 30 Using Value-Added How States are Faring



Best Practice

1

Tennessee



State Meets Goal

T Ohio



State Nearly Meets Goal

5

Arkausas, Delaware, Florida, Louisiana, South Carolina



State Partly Meets Goal

11

Georgia, Hawaii, Kentucky, Minnesota, New Mexico, North Carolina, Pennsylvania, Rhode Island, Utah, West Virginia, Wyoming



State Meets a Small Part of Goal

Alabama, Alaska, Arizona, Colorado, Connectícut, Iowa, Kansas, Massachusetts, Michigan, Mississippi, Montana, Nebraska, Nevada, New York, North Dakota, Oregon, South Dakota, Texas, Vermont, Virginia, Washington, Wisconsin



State Does Not Meet Goal

11

California, District of Columbia, IDAHO, Illinois, Indiana, Maine, Maryland, Missouri, New Hampshire, New Jersey, Oklahoma

RATI

RATIONALE

- ▶ See appendix for detailed rationale.
- What is value-added analysis?
- There are a number of responsible uses for value-added analysis

SUPPORTING RESEARCH

▶ Research citations to support this goal are available at www.nctq.org/stpy/citations.

Figure 31 Using Value-Added Developing Capacity with the Three Key Components¹

Key Component	S ¹						
	Unique	Unique	Test records				
	student identifier	teacher identifier	match over				
	system	system	time				
Alabama							
Alaska							
Arizona							
Arkansas							
California							
Colorado							
Connecticut							
Delaware							
District of Columbia	a not avail	able					
Florida							
Georgia							
Hawaii							
IDAHO							
Illinois							
Indiana							
lowa							
Kansas							
Kentucky							
Louisiana							
Maine							
Maryland							
Massachusetts							
Michigan							
Minnesota							
Mississippi							
Missouri	LI						
Montana		Ц					
Nebraska							
Nevada							
New Hampshire							
New Jersey New Mexico							
New York							
North Carolina							
North Dakota		H					
Ohio							
Oklahoma							
Oregon							
Pennsylvania							
Rhode Island		tura)					
South Carolina							
South Dakota		[inner					
Tennessee							
Texas							
Utah			hamani				
Vermont		[]					
Virginia							
Washington							
West Virginia							
Wisconsin							
Wyoming							

18

42

Footnotes for Figure 31

Data source: Data Quality Campaign, reported hall 2006, www.dataquality.campaign.
org. State responses were reported by data directors from state education agencies in
September 2006. Although the Data Quality Campaign lists ten essential elements
for developing a strong, functional student-level longitudinal database. NCTQ is
highlighting the three elements that most statisticians and economists agree are
absolutely essential for developing value-added data arraysus: 1) a imique statewide
student identifier number that connects student data across kes databases across vens,
2) a morpic leacher identifier system that can connect individual teacher records with
student records, and 3) the ability to match individual student test records year to year
to measure academic growth.



46 : STATE POLICY YEARBOOK 2007

Area 3: Goal B – Idaho Analysis

State Does Not Meet Goal

ANALYSIS

Idaho does not have a value-added assessment model that analyzes the effect of teachers on student achievement gains.

Idaho currently has none of the three necessary elements that would allow for the development of a student- and teacher-level longitudinal data system. The state has not yet assigned unique student identifiers that connect individual student data across key databases, nor does the state have the capacity to match student records with teacher records. Also, the state is unable to match student test records from year to year so as to measure student academic growth.

SUPPORTING RESEARCH

Data Quality Campaign: www.dataqualitycampaign.org

RECOMMENDATION

Idaho does not meet this goal. Idaho should consider expanding its data system to include unique student identifiers, matching of student test records over time, and the linking of teacher and student records—all necessary components to enable the development of value-added analysis. A value-added assessment model would begin providing some limited evidence of teacher effectiveness, a particularly important innovation if districts wish to adopt performance pay plans and give schools the ability to reliably measure overall school performance.

IDAHO RESPONSE

Idaho recognized that it does not currently conduct value-added analysis and adds that the State Board of Education has formed a committee to examine the value-added approach to student assessment.



Tennessee pioneered the first statewide value-added assessment (Tennessee Value-Added Assessment System) that analyzes and reports student achievement gains at the classroom level. Although value-added analysis is not included as an indicator on teacher evaluations in Tennessee, school districts do use the data to better target the professional development needs of teachers.

Food for Thought

Building state longitudinal data systems: laying the foundation for value-added methodology.

➤ See appendix for entire food for thought.

Area 3: Goal C – Teacher Evaluation

The state should require that schools formally evaluate teachers on an annual basis.

GOAL COMPONENTS

- The state should require that all teachers receive a formal evaluation annually.
- The state should work with districts to encourage them to adopt a statewide standard, requiring all teachers who have received a single unsatisfactory evaluation to be placed on an improvement plan—no matter what their employment status may be.
- The state should work with districts to encourage them to adopt a statewide standard, requiring that all teachers who have received two unsatisfactory evaluations within five years be formally eligible for dismissal—no matter what their employment status may be.

RATIONALE

- See appendix for detailed rationale.
- Annual evaluations are standard practice in most professional jobs.

SUPPORTING RESEARCH

➤ Research citations to support this goal are available at www.nctq.org/stpv/citations.

Figure 32 Teacher Evaluation How States are Faring



Best Practice

Pennsylvania



State Meets Goal

8

Arkansas. Connecticut, Florida, Georgia. IDAHO, New York, Oklahoma, Washington



State Nearly Meets Goal

5

Arizona, Nevada, New Jersey, North Dakota, Wyoming



State Partly Meets Goal

3

Delaware, New Mexico, South Carolina



State Meets a Small Part of Goal 12

12

Alabama, Alaska, California, Hawaii, Illinois, Iowa, Kentucky, Michigan, Mississippi, North Carolina, Texas, Virginia



State Does Not Meet Goal

22

Colorado, District of Columbia, Indiana, Kansas, Louisiana, Maine, Maryland, Massachusetts, Minnesota, Missouri, Montana, Nebraska, New Hampshire, Ohio, Oregon, Rhode Island, South Dakota, Tennessee, Utah, Vermont, West Virginia, Wisconsin

Area 3: Goal C - Idaho Analysis

State Meets Goal

ANALYSIS

Idaho requires that tenured teachers be evaluated annually. Non-tenured teachers must be evaluated twice annually.

The state does provide some guidance on how a district must proceed regarding a teacher with an unsatisfactory evaluation. A teacher receiving a negative evaluation is given a one-year probationary period, but the state does not indicate the consequences of a second negative evaluation.

RECOMMENDATION

Idaho meets this goal. Idaho is commended for requiring annual evaluations and for placing on probation teachers who receive a single negative evaluation. The state should consider adopting a policy whereby teachers receiving two negative evaluations within five years are automatically eligible for dismissal.

IDAHO RESPONSE

Idaho had no comment on this goal.

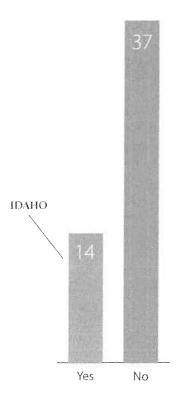




BEST PRACTICE

Pennsylvania requires annual evaluations of all teachers and provides guidance to districts about the need to place teachers receiving unsatisfactory evaluations on probation. Furthermore, Pennsylvania requires that teachers who do not improve are formally eligible for dismissal.

Figure 33 Teacher Evaluation Do States Require Annual Evaluations?



Area 3: Goal D – Compensation Reform

The state should encourage, not block, efforts at compensation reform.

GOAL COMPONENTS

- The state should not have a minimum salary schedule; it should only articulate the minimum starting salary that every teacher should be paid. Further, the state should not have regulatory language that would block differential pay.
- The state should encourage compensation reform by offering differential pay programs that tie teacher pay to district and school needs, such recruiting and retaining teachers in hard-to-staff subjects and schools.
- The state should experiment with performance pay efforts, rewarding teachers for their effectiveness in the classroom.

RATIONALE

- ▶ See appendix for detailed rationale.
- Reform can be accomplished within the context of local
- There is an important difference between setting the minimum teacher salary in a state and setting a salary schedule.

SUPPORTING RESEARCH

 Research citations to support this goal are available at www.netq.org/stpv/citations.

Figure 34 Compensation Reform How States are Faring



Best Practice Florida



State Meets Goal

Iowa



State Nearly Meets Goal

Alaska, California, Connecticut, District of Columbia, Louisiana, Maryland, Massachusetts, Minnesota, Nevada, New Hampshire, New York, Rhode Island, Vermout, Virginia



State Partly Meets Goal

Arkansas, Colorado, IDAHO, Kansas, Maine, Michigan, Montana, Nebraska, New Jersey, New Mexico, North Carolina, North Dakota, Oklahoma, Oregon, South Carolina, South Dakota, Texas, Utah, Wisconsin, Wyoming



State Meets a Small Part of Goal

Arizona, Delaware, Georgia, Hawaii, Illinois, Kentucky, Mississippi, Missouri, Ohio, Pennsylvania, Washington, West Virginia



State Does Not Meet Goal

Alabama, Indiana, Tennessee



Area 3: Goal D – Idaho Analysis



State Partly Meets Goal

ANALYSIS

Idaho does not have a state-regulated minimum salary schedule although the state has appropriately has set a minimum starting salary of \$27,500. Further, the state has no regulatory language that directly blocks differential pay.

Despite this flexibility, the state does not support differential pay initiatives that would encourage the recruitment and retention of teachers in hard-to-staff schools or shortage subject areas. The state also has not initiated or supported a performance pay plan that would reward effective teachers. Yet, the state does offer \$10,000 bonuses to teachers certified by the National Board for Professional Teaching Standards. The bonuses are distributed in installments of \$2,000 per year for five years.

SUPPORTING RESEARCH

Idaho Code 33.1004E, subsection 1
Education Counts: http://www2.edwcek.org/agentk-12/states/id.html?state=ID
National Board for Professional Teaching Standards: http://www.nbpts.org/resources/state_local_information

RECOMMENDATION

Idaho meets this goal in part. Idaho is commended for not placing regulatory obstacles in the way of compensation reform. Idaho should consider developing differential pay plans as a way to link teacher compensation more closely to district and school needs and achieve greater equitable distribution of teachers. The state should also consider developing or encouraging the development of performance pay plans that would reward effective teachers.

IDAHO RESPONSE

Idaho was helpful in providing NC1Q with the facts necessary for our analysis.

BEST PRACTICE

Florida offers strong policies that encourage and protect compensation reform. The state has passed legislation that requires local districts to offer differential pay. Moreover, the state prohibits districts from approving collective bargaining agreements that preclude salary incentives.

BEST PRACTICE CITATION

Florida Statute 1012.22; 1012.2315

Figure 35 Compensation Reform Are States Encouraging Compensation Reform?

	State gives districts full authority for pay rates!	State supports differential pay-	State supports performance pay ³		
Alabama					
Alaska					
Arizona					
Arkansas					
California					
Colorado					
Connecticut					
Delaware					
District of Columbia	Comment				
Florida					
Georgia					
Hawaii					
IDAHO		ĹĴ			
Illinois	2 de la constante de la consta				
Indiana					
Iowa					
Kansas					
Kentucky					
Louisiana					
Maine					
Maryland					
Massachusetts			and the same of th		
Michigan					
Minnesota					
Mississippi					
Missouri					
Montana					
Nebraska					
Nevada					
New Hampshire					
New Jersey					
New Mexico					
New York					
North Carolina					
North Dakota					
Ohio	Parties of the same of the sam	Marine.			
Oklahoma		enne.	parameter 1		
Oregon					
Pennsylvania					
Rhode Island					
South Carolina					
South Dakota					
Tennessee					
Texas					
Utah					
Vermont			<u></u>		
Virginia					
Washington			Lj		
West Virginia		<u> </u>			
Wisconsin			Service of the servic		
Wyoming					

32

28

12



Footbartes for Figure 35 I. The state may still set the minimum starting salary, but the state lets districts negotiate the terms and rates of all subsequent pay increases.

the terms and rates of all subsequent pay increases.

2 Differential pay includes state-sponsored financial meentives for recriming and retaining teachers in hard-to-staff schools or subject-area shortages. Data sources: "Qualific Counts," a project of Education Week (http://www.c.edweek.org/agentik.12/states/a:states/"Thighly Qualific/Utacher" plans submitted to the US Department of Education (http://www.ed.gov/programs/leacherqual/https/andex.html); and state responses to NCTQ inquiries.

3 Only performance pay initiatives that are funded or sponsored by the state are included.

inclinied.

Figure 36 Compensation Reform What can a NBPTS¹ Certified Teacher with a Base Salary of \$50,000 Earn?²





"The quality of teaching is never recognized, good or bad. The most ineffective, careless teachers are paid just the same—and sometimes more than the most successful ones. Most schools just aren't the sort of place that skilled and talented people want to work because those characteristics aren't valued or rewarded."

- Haily Korman, Teacher

Footnotes for Figure 36

1 NBPTS=National Board for Professional Teaching Standards

2 Figures based on teaching in a high-needs school.

Area 3: Goal E – Tenure

The state should not give teachers permanent status (tenure) until they have been teaching for five years.

GOAL COMPONENTS

The state's probationary period should not end until a teacher has been in the classroom for five years.

RATIONALE

- ▶ See appendix for detailed rationale.
- Tenure should be a meaningful milestone in a teacher's career.

SUPPORTING RESEARCH

► Research citations to support this goal are available at www.nctq.org/stpy/citations.

Figure 37 Tenure How States are Faring



Best Practice

2

Indiana, Missouri



State Meets Goal

0



State Nearly Meets Goal



State Partly Meets Goal

4

Connecticut, Illinois, Michigan, North Carolina



State Meets a Small Part of Goal 35

Alabama, Alaska, Arizona, Arkansas, Colorado, Delaware, Florida, Georgia, Hawaii, IDAHO, Iowa, Kansas, Kentucky, Louisiana, Massachusetts, Minnesota, Montana, Nebraska, New Hampshire, New Jersey. New Mexico, New York. Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Virginia, West Virginia, Wyoming



State Does Not Meet Goal

10

California, District of Columbia, Maine, Maryland, Mississippi, Nevada, North Dakota, Vermont, Washington, Wisconsin

Area 3: Goal E – Idaho Analysis



State Meets a Small Part of Goal

ANALYSIS

Idaho has a three-year probationary period for new teachers.

SUPPORTING RESEARCH

Idaho Code 33-515

RECOMMENDATION

Idaho meets only a small part of this goal. Idaho should consider extending the minimum probationary period for permanent status to five years.

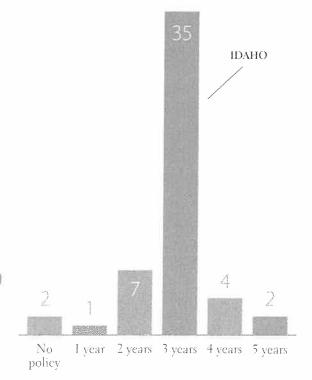
IDAHO RESPONSE

Idaho was helpful in providing NCTQ with facts that enhanced our analysis.

BEST PRACTICE

Two states, Indiana and Missouri, currently have probationary periods of five years for new teachers.

Figure 39 Tenure
How Long Before a Teacher Earns Tenure?



Probation period

Figure 38 Tenure How Long Before a Teacher Earns Tenure? State-by-State Breakout

	No policy	l year	2 years	3 years	+ vears	5 years
Alabama						
Alaska						
Arizona						
Arkansas						
California						
Colorado						
Connecticut						
Delaware						
District of Columbia						
Florida						
Georgia						
Hawaii						
IDAHO						1000
Illinois						
Indiana						
Iowa Kansas						
Kentucky		П	П			
Louisiana						
Maine						
Maryland						m
Massachusetts	n	П				
Michigan	П	П	П	[7]		
Minnesota		П	П			
Mississippi						
Missouri						
Montana						
Nebraska						
Nevada						
New Hampshire						
New Jersey						
New Mexico						
New York						
North Carolina						
North Dakota						
Ohio			L	NATION .		
Oklahoma		LJ				
Oregon						
Pennsylvania Rhode Island						
South Carolina						
South Dakota						
Tennessee						
Texas		\Box				
Utah		П			П	
Vermont	ū					
Virginia						
Washington						
West Virginia						
Wisconsin						
Wyoming						
	2	Account of the last	7	35	4	2
		-	-		-	-3000